



Richmond Public Schools

Angela C. Wilson
Clerk of the School Board
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VIA Electronic Mail

July 18, 2019

Ms. Kristen Reed
Filed via MuckRock.com
E-mail (Preferred): 72124-49260244@requests.muckrock.com

Dear Ms. Reed:

Richmond Public Schools (RPS) received your request for records, via electronic mail on July 1, 2019. On July 2, 2019 you were notified that RPS required an additional seven workdays to respond to your request. Your request consisted of the following:

1. Annual teacher retention data for the 2016-2017, 2017-2018, 2018-2019 school years, and the anticipated return rate for fall 2019 based on signed contracts.

The requested record is below.

2. Annual principal retention data for the 2016-2017, 2017-2018, 2018-2019 school years, and the anticipated return rate for fall 2019 based on signed contracts.

Principal retention

2016 – 2017	2017 – 2018	2018 – 2019
82.20%	82.20%	75.60%

RPS anticipates the return of 100% of the remaining principals (who all signed their contracts) for the 2019-2020 school year.

Please contact me at (804) 780-7716 with any questions or concerns.

Sincerely,

A handwritten signature in blue ink that reads "Angela C. Wilson". The script is cursive and fluid, with the first name "Angela" being the most prominent part of the signature.

Angela C. Wilson

c: Mrs. Dawn Page, Chairman
 Mr. Jason Kamras, Superintendent
 Attorney
 File



RICHMOND
PUBLIC SCHOOLS

Dreams4RPS Goal Setting

Discussion for the Richmond City School Board

Presented by: Michelle Hudacsko, Chief of Staff

Venue: Richmond City School Board Meeting

Date: July 15, 2019

Dreams4RPS Goals

Dreams4RPS, created in partnership with the RPS community and unanimously adopted by the Richmond City School Board, clearly outlines 10 key goals for the next five years.

1	ACCREDITATION Achieve 100% full accreditation.
2	GRADUATION Increase the graduation rate as well as the percentage of graduates attending a 4-year or 2-year college, entering the workforce in a living wage job, or participating in national service – overall and for each subgroup (race, economic status, IEP status, and ELL status).
3	ACADEMICS Increase the proficiency and advanced rates in reading, writing, math, science, and social studies – overall and for each subgroup.
4	TEACHER RETENTION Increase teacher retention – overall and for each subgroup.
5	EQUITY Decrease the gaps in proficiency and advanced rates – by race, economic status, ELL status, and IEP status.
6	SATISFACTION Increase student satisfaction (for example, with school culture, building cleanliness, and engagement level of classes); family satisfaction (for example, with school safety, academic rigor, and timeliness of transportation); and staff satisfaction (for example, with level of support, freedom to offer feedback, and availability of resources) – overall and for each subgroup.
7	ENROLLMENT Increase student enrollment – overall and for each subgroup.
8	ATTENDANCE Decrease chronic absenteeism – overall and for each subgroup.
9	RESTORATIVE JUSTICE Decrease suspensions – overall and for each subgroup.
10	FUNDING Increase funding from local, state, federal, and philanthropic sources.

Goal 6: Satisfaction - Measurement Overview

What is Goal 6?

Goal 6 addresses increasing student satisfaction, family satisfaction, and staff satisfaction – overall and for each subgroup.

How will we measure satisfaction?

Satisfaction is defined as student, parent, teacher, and staff agreement with questions aligned with a variety of critical domains such as safety, respect, and school culture.

We will use survey data from two State issued surveys - the VDOE Virginia Working Conditions and School Climate Surveys to measure student, teacher, and staff satisfaction and the Virginia Department of Criminal Justice Services (VDCJS) Virginia School Climate Survey for students (alternating middle and high school students).

From the surveys, we have developed index measures for each group based on responses to specific questions covering critical components of satisfaction. We chose to use an index because the surveys are long and cover some topics outside of satisfaction, and because an index will allow us to more transparently report satisfaction rates. The student index uses identical questions from the VDOE and VDCJS surveys, while the teacher/staff index uses identical questions from the VDOE teacher and staff surveys, with an additional question added for teachers.

An individual is considered to be satisfied if they “agree” or “strongly agree” to a set percentage of questions in the index. For each group, we will report the percentage of individuals who are satisfied based on these parameters.

Goal 6: Satisfaction - Measurement Overview

Notes and Caveats

- The VDOE and VDCJS surveys are given to middle and high school students in alternate years, and we selected questions present on both surveys to allow for consistency from year to year.
- This is the first year the VDOE administered this survey, meaning our baseline will be 2018-19 data.
- The VDOE estimated that the RPS response rates for the elementary, secondary, and teacher surveys to be 63%, 43%, and 63%, respectively. The estimated state response rates for elementary, secondary, and teacher surveys were 82%, 61%, and 62%. VDOE did not calculate an estimated staff response rate.
- As a division, we prioritized administration of the survey to teachers and students and will be sure to prioritize administration to other staff in future years.
- We do not have access to the raw data from the state and other divisions and are thus unable to make direct comparisons to statewide rates, divisions with 60% or more Economically Disadvantaged students' (as defined by VDOE) rates, or RPS neighbors' rates.
- Parent satisfaction data will come from the recently completed RPS parent survey. Once the data for this becomes available, we will provide an update on the targets for parent satisfaction.

Goal 6: Satisfaction - Measurement Overview

What questions are included in the student index?

1. I like this school.
2. I am proud to be a student at this school.
3. I feel like I belong at this school.
4. I feel safe at this school.

How do we consider a student satisfied?

A student is satisfied if they "agree" or "strongly agree" to all (100%) of the above questions. Here are two examples:

- Student A "strongly agrees" with three questions and "agrees" with one. This student is considered satisfied.
- Student B "agrees" with three questions but "disagrees" with one. This student is not considered satisfied.

Goal 6: Satisfaction - Measurement Overview

What questions are included in the teacher and staff index?

1. I feel respected by teachers and other adults at this school.
2. Sufficient resources are available for professional development in my school.
3. I feel respected by the school's administrators.
4. I feel comfortable raising issues and concerns that are important to me with school administrators.
5. I am treated with respect by students at this school.
6. I feel safe at this school.
7. Overall, my school is a good place to work and learn.
8. **(Teachers Only)** Teachers are trusted to make sound professional decisions about instruction.

How do we consider a teacher or staff member satisfied?

A teacher or staff member is satisfied if they "agree" or "strongly agree" to 75% or more of the above questions.

Here are two examples:

- A teacher "agrees" with seven of the above questions, but "disagrees" with one. This teacher is considered satisfied because they are above the 75% threshold.
- A staff member "agrees" with only half of the questions above. This staff member is not considered satisfied because they are below the 75% threshold.

Goal 6: Satisfaction – National Research

What does the national research tell us?

We examined three research studies which informed the construction of our indices and show that improving satisfaction in schools can improve a number of different outcomes for students and adults working in schools.

[School Climate Research \(Thapa, 2013\)](#)

A positive school climate is associated with a number of positive outcomes for students and teachers, including higher academic achievement, graduation rates, and teacher retention. One effective way of improving school climate is through engagement of students, parents, teachers, and staff working in schools.

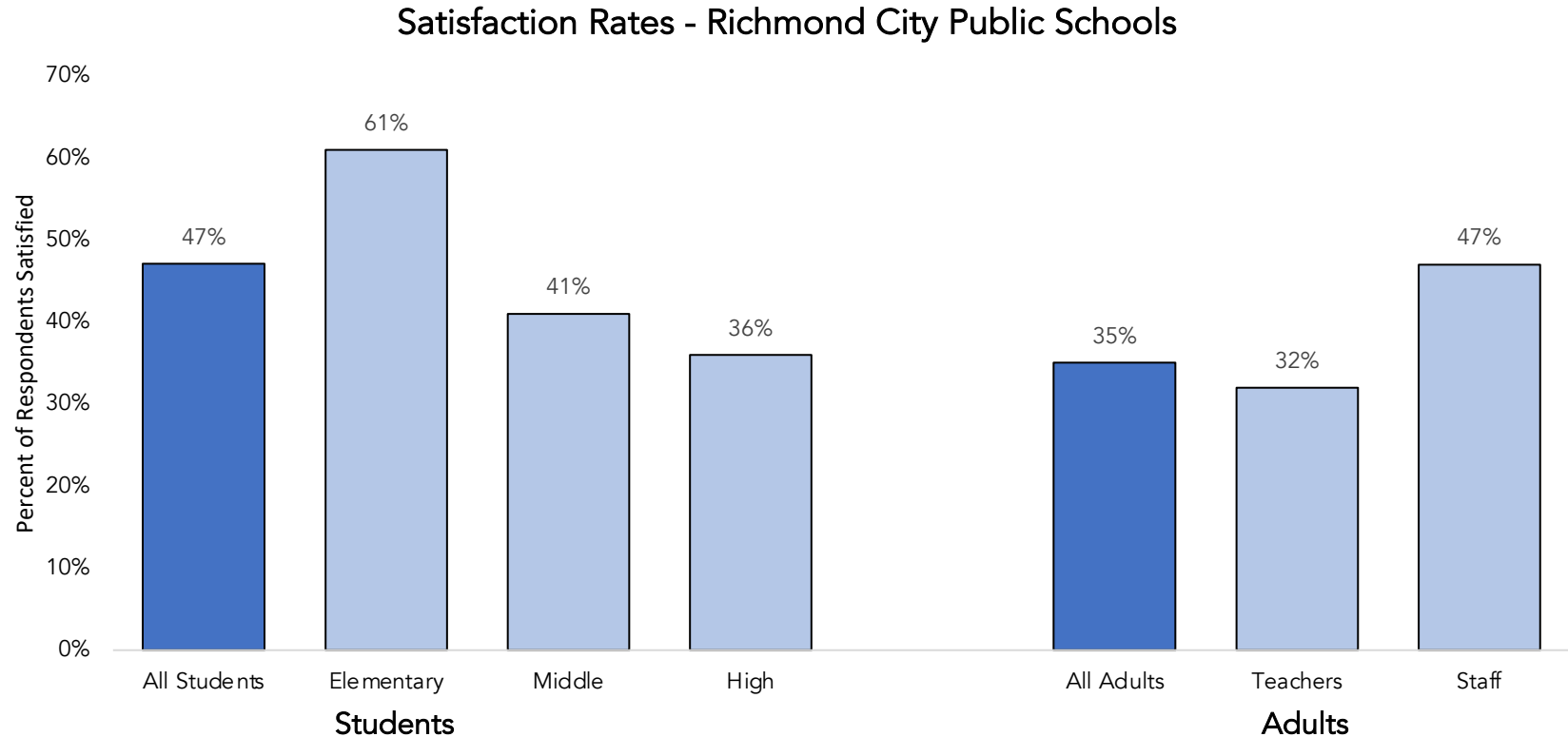
[School Connectedness: Strategies for Increasing Protective Factors Among Youth \(CDC, 2009\)](#)

Feelings of belonging, investment in school, and learning in a healthy and safe school environment can promote school connectedness for students, which may in turn promote positive educational and health outcomes.

[The Influence of School Administrators on Teacher Retention Decisions \(Boyd, Grossman, & Ing, 2011\)](#)

Teacher surveys and administrative data from New York City show that teachers' dissatisfaction with their job was the main reason they reported leaving or considering leaving their teaching position. In particular, the study showed that teachers' feelings of support from school leaders and administrators was the most important factor in their decisions to leave the classroom.

Goal 6: Satisfaction – Baseline Data



Source: Virginia Department of Education and Virginia Department of Criminal Justice Services

Goal 6: Satisfaction – Baseline and Targets

What is our baseline?

We are using survey data from the VDOE 2019 Virginia Working Conditions and School Climate Surveys for elementary and high school students, teachers, and staff, as well as the VDCJS 2019 Virginia School Climate Survey for middle school students. Since this is the first year the VDOE gave this survey, we will set our baseline satisfaction rates based on SY18-19. The student baseline for satisfaction is 47%. The teacher and staff baseline is 35%.

What is our proposed 2022-23 target?

We propose the following annual targets as we work toward this goal:

	Baseline SY18-19	SY19-20	SY20-21	SY21-22	SY22-23
Target Student Rate	47%	52%	57%	62%	67%
Target Teacher/Staff Rate	35%	40%	45%	50%	55%
Change	-	+5	+5	+5	+5

When will we report our progress?

In July 2020, we will formally report on the 2019-20 satisfaction rate. We will administer a mid-year satisfaction index survey in November and report on those results once the survey is complete and analyzed (likely January).

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4	TEACHER RETENTION Increase teacher retention – overall and for each subgroup.	9	RESTORATIVE JUSTICE Decrease suspensions – overall and for each subgroup.
5	EQUITY Decrease the gaps in proficiency and advanced rates – by race, economic status, ELL status, and IEP status.	10	FUNDING Increase funding from local, state, federal, and philanthropic sources.

Goal 4: Teacher Retention - Measurement Overview

What is Goal 4?

RPS aims to increase teacher retention – overall and for each subgroup.

How will we measure teacher retention?

VDOE has no established business rules regarding teacher retention. Therefore, we are using the rules employed by faculty at the University of Virginia. These rules are the only known statewide calculation of teacher retention rates and were shared at the 2018 Virginia Teacher Retention Summit.

We first count the number of “full-time” teachers (at least 0.75 FTE) in RPS in a given school year. We then find the percentage of those teachers who return to RPS to teach in any capacity the following school year.

- For example, if there were 1,000 full time teachers in RPS during the 2018-19 school year, and 800 of those teachers return to a teaching position in RPS during the 2019-20 school year, we would calculate the 2018-19 retention rate to be 80% ($800/1,000$)

Notes and Caveats

- Teachers who **return** to RPS in a part-time capacity are counted as retained.
- If a teacher returns the following school year but moves out of the classroom into an administrative or other non-teaching role, they are NOT counted as retained.
- Under the approach used by the University of Virginia, terminations and retirements are counted as teachers who are not retained.

Goal 4: Teacher Retention – National Research

What does the national research tell us?

There is a wealth of research pointing to the relationship between school climate, school leadership, and teachers' decisions to stay in (or leave) their teaching position. The studies highlighted below suggest that improving teachers' satisfaction and working conditions can aid in increasing their likelihood of staying in the classroom.

[Teachers' Perceptions of Their Working Conditions: How Predictive of Planned and Actual Teacher Movement? \(Ladd, 2011\)](#)

Survey data from teachers in North Carolina shows that teachers' perceptions of their working conditions are predictive of their retention decisions. School leadership, which in this study included factors related to teacher empowerment and feelings of support, was revealed to be the most important predictor of teacher turnover.

[How Teacher Turnover Harms Student Achievement \(Ronfeldt, Loeb & Wyckoff, 2013\)](#)

These authors find that students in grades with higher teacher turnover score lower in both ELA and math. Perhaps more importantly, the negative effects of teacher turnover are particularly strong in schools with high concentrations of low-performing students and schools with high concentrations of Black students.

[School Organizational Contexts, Teacher Turnover, and Student Achievement: Evidence from Panel Data \(Kraft, Marinell, & Yee, 2016\)](#)

Based on survey data from New York City middle school teachers, this study predicts that moving a school from the 50th percentile in school climate to the 84th percentile would decrease teacher turnover by 25% in the school.

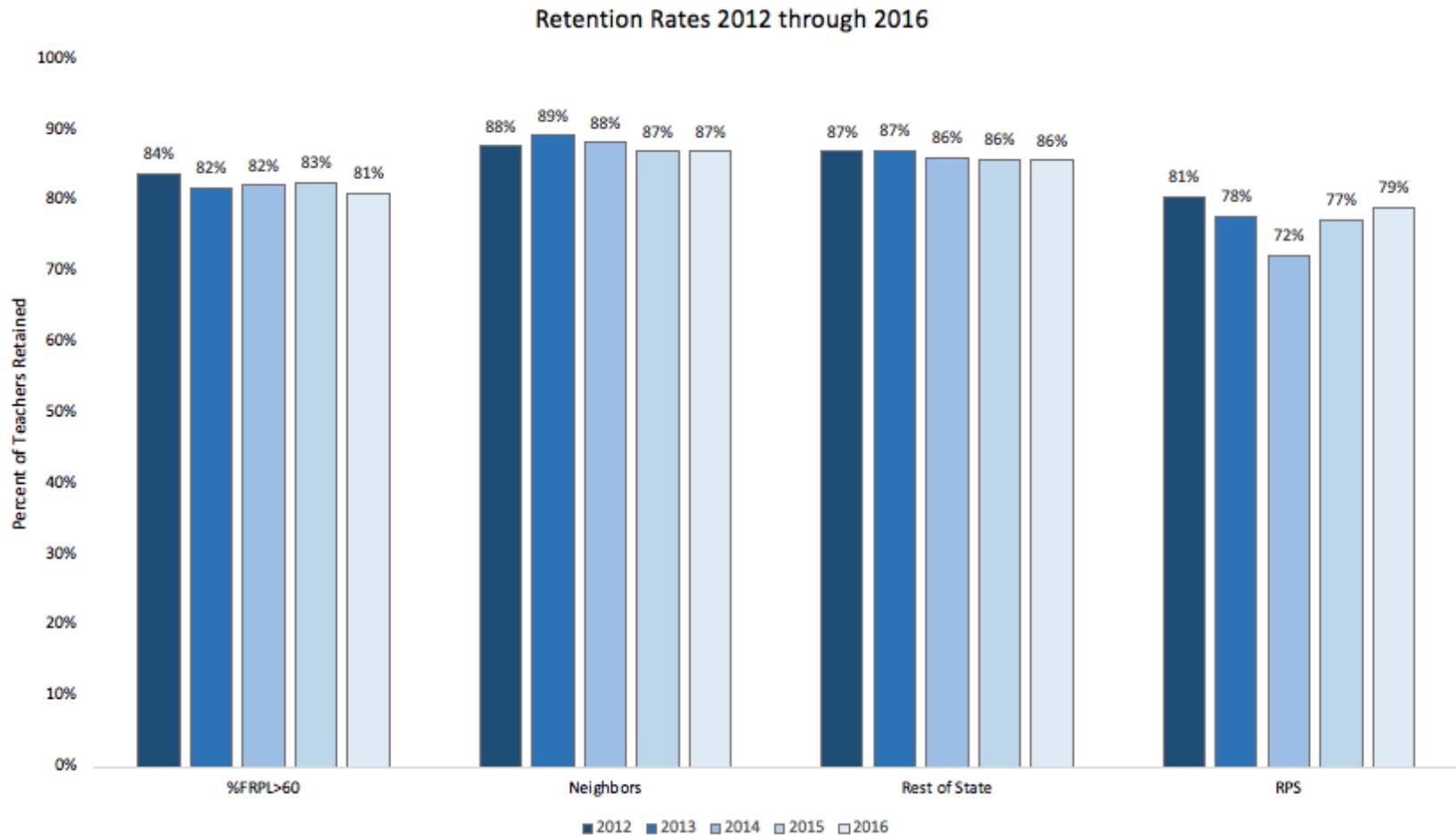
Goal 4: Teacher Retention – State Data

What does the state teacher retention data tell us?

We examined teacher retention in every division in Virginia from 2012-13 to 2016-17. We then grouped the data into 3 categories for comparison purposes:

1. Data for the entire state
2. Data for divisions with 60% or more Free/Reduced Price Lunch (FRPL) eligible students
3. Data for our neighboring school divisions (Chesterfield, Henrico, and Hanover – all with notably lower percentages of FRPL eligible students than RPS)

Goal 4: Teacher Retention - Comparisons



Goal 4: Teacher Retention – Baseline and Targets

What is our baseline?

Data on teacher retention is currently being analyzed by the University of Virginia as they collect information on teachers from the 2018-19 school year. In the interim, we will use the teacher retention rate from the 2016-17 school year as our baseline. 79% of teachers from the 2016-17 school year returned to teach in RPS during the following year.

What is our proposed 2022-23 target?

By 2022-23, we aim to increase teacher retention to 85%. This is an ambitious but attainable goal that aligns RPS with the current state average for retention and surpasses that of other divisions with high numbers of Economically Disadvantaged students. We propose the following annual targets while we work towards this goal:

	Baseline (temporary)	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23
Target Rate	79%	80%	81%	82%	83%	85%
Change	-	+1	+1	+1	+1	+2

When will we report our progress?

By December 2019, we will report the teacher retention rate for the 2018-19 school year. In January 2020, we will report results from the teacher satisfaction index that research suggests will be a strong lead indicator for this goal. In addition, we will add a question for teachers explicitly asking if they intend to return to RPS.